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Action research can be referred to as collaborative inquiry, action learning and participatory research. Action research is “learning by doing.” Action research involves a person or a group of people who has identified a problem, wanted to do something to resolve the problem, seeing how successful their efforts were, and if they are not satisfied with the resolution of the problem, try again to resolve the problem. The aim of action research is to study a system, address the concerns of the people in the system, collaborate with other members of the system in changing the system in a more desirable direction. Action research is inquiry or research in order to focus efforts on improving the quality of an organization and its performance. It is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry.

Action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans.

It is said that “People learn best by doing it themselves.” This truism helps to separate action research from other types of research. Action research turns the people involved into researchers themselves. People learn best, and more willingly make application of what they have learned, when they do it themselves. Also, the research takes place in real-world situations, and aims to solve real problems.

The process of action research is, diagnosing, or identifying or defining a problem, then, action planning, or considering alternative course of action, third, taking action, or selecting a course of action, then, evaluating or studying the consequences of an action, and finally, specifying learning or identifying general findings.

Action research is change research. It is designed to achieve real world change in a specific situation, improving such situation. In education, action research generates actionable hypotheses about teaching, learning in order to improve teaching, and the curriculum. Action research is often used by teachers who wish to improve understanding of their practice, make social changes and reflection on the study of teaching. For teacher/researcher, action research seeks to improve practice. It is a life-long habit of inquiry. According to John Elliot, action research is ***“***the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice."

**Is the “whole word” method the most effective way to teach literacy (reading and writing) to**

**students in later elementary years**

**6th Grade ELL Students From Haiti**

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I am a bilingual 6th grade teacher. My school is located in Crown Heights Brooklyn. This is a predominantly West Indian –American community with some immigrants from South America. PS XXX is a title 1 school. Many students receive free or reduce lunch. In this action research study, I will investigate how learning to read in the later elementary years (6th grade) is different from learning to read in PreK or Kindergarten. My students are immigrants from Haiti. Some have been in New York City Public School for less than 4 years. It is well known that Haiti is one of the poorest nations in the Western Hemisphere. As a result of the lack of good, effective public schools, many of the students who come from that small island nation either do not know how to read, or are reading well below grade level. By the time they arrive in my classroom, these students are far behind their 6th grade classmates. The result can be devastating. Illiteracy affects all aspects of these students’ academic progress. What can I provide for effective reading instruction for sixth grade English Language Learners who are limited readers or nonreaders? What is the best method for teaching these young people how to read? Is phonics the way to go? What is the effect of phonemic awareness in teaching reading to older students? Should I consider the ‘whole word method’? I will choose fifteen students in my class. I will create two groups. During guided and independent reading, I will work with each group. For the first group, I will focus on phonics and letter sound recognition. I will do this for 15 minutes a day, three times a week. For the second group, I will focus on ‘whole word’ vocabulary instruction for 15 minutes a day, at three days a week. I will record the students’ progress in reading and comprehension and writing.